

# School and Community

Vol. XV

JUNE, 1929.

No. 6



The Mary J. Brady Memorial Mantle  
*(See page 329)*

# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XV

JUNE, 1929.

No. 6

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**Thomas J. Walker**

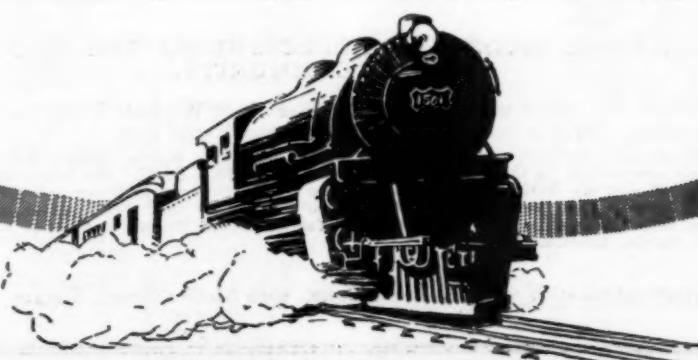
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**W**HILE WE HAVE NO particular cause for rejoicing over the educational bills that were enacted by the recent session of the General Assembly, we can find ample reason for **THE CASUALTY LIST.**

a song of thanksgiving that many were killed. Among the many bad measures that passed one branch of the legislature and seemed likely to pass the other but which died by one or another method were:

1. Lowering the qualifications of teachers;
2. Lowering the requirements for first class high schools;
3. Depriving the county superintendent of any allowance for clerk hire;
4. Changing the method of apportionment of state funds so as to eliminate all the money for distribution on account of attendance and most of the money on the teacher quota;
5. The repeal of the physical education law.

**H**OLDING POST MORTEMS is not the pleasantest of occupations. Delving into the dead to discover the cause of the demise is indulged in only for **POST MORTEMS.** the sake of getting information and not usually on account of the pleasure to be derived from the exercise.

In the case of the Legislative Program of the Missouri State Teachers Association we believe its death came about because of the lack of a friend,

not for the lack of friends. It had many loyal friends, more, perhaps, and of a finer variety, than any educational legislation that has been considered for many years. Thousands of school people and thousands more of school board members gave it their hearty support. But it lacked one active friend and because of that lack it was allowed to die.

That friend was the Governor. For reasons which he thought were good he refused to give it his heart. With his support and influence our bills would have passed with little opposition. But his heart was set on a commission to support with additional facts the necessity of the propositions made by the Legislative Committee of the Missouri State Teachers Association. While this attitude of the Governor was an immediate disappointment to the sponsors of the measures it did not cause them to despair. The Senate offered hope and until nearly the closing days of the Assembly we had hope that the bills would pass the Upper House and that they might by some happy turn of events then receive favorable consideration at the hands of the Representatives. Thanks to Senator McCawley of Carthage, who heretofore had not been regarded as the best friend to education, both our measures received respectable support at the hands of the Senators. Each came within one of receiving enough votes to pass that body.

The Governor is not to be censured for his attitude. In fact it may yet eventuate that he was right and that

we were wrong. He is not to be blamed for not taking at once and without investigation the recommendations of a group of special pleaders, such as the M. S. T. A. is. He doesn't know us well enough for that. His plan of appointing a commission of able, representative citizens and legislators to investigate the facts is fundamentally sound. The Legislative Committee of the M. S. T. A. recognized it as being such. They hoped, however, that immediate relief might be found for the schools pending the results of the work of Governor's Commission. In this we have been disappointed. But the Commission is appointed; it is composed of men that inspire our confidence; it is at work.

So we feel, in the language of the grave stone, our program is not dead.

**SIX YEARS AGO** Dr. H. S. Curtis was appointed by State Superintendent Chas. A. Lee to have charge of the Physical Education work in the State. At that time we

**THE RESIGNATION OF DR. CURTIS.** praised Superintendent Lee for his vision in making this appointment, going out of the State for one of the most outstanding men in the field of physical education. We still feel that it was a praiseworthy deed, and the results justify the thought. Missouri has made commendable progress in the development of a physical education

program, and the good results of Dr. Curtis's work are to be seen in every school and upon every pupil. His indefatigable energy, his unlimited enthusiasm, his never ending persistence, his complete mastery of his subject were at once the cause of the State's progress and Dr. Curtis's resignation. He resigned to save the law. For by some strange alchemy of human nature there had grown up a resentment against him and he saw that the opposition to the law was in reality opposition to him.

His devotion to the cause of physical education is therefore evidenced in his act of resignation as well as by his six years of work. Missouri is indebted to him. His work will stand, and his is the common experience of the pioneer.

**I**T SEEMED evident early in the session of the General Assembly that the Constitutional Amendment to permit the Board of Education in the City

**TEACHER RETIREMENT MEASURE.** of St. Louis to arrange a plan for the retirement of teachers was doomed to defeat. Workers for this measure were unable to get any serious consideration of it, such was the temperament of this General Assembly. With this measure as with the other parts of the teachers legislative program there is nothing to do but to keep on working.

#### EDUCATION

Education is a companion which no misfortune can suppress,  
No enemy alienate; no power destroy.  
At home a friend; abroad an introduction.  
In society an ornament; in solitude a solace.  
It lessens vice; it guards virtue.

It gives at once a grace and government to genius.  
Without it—what is man?  
A splendid slave, a reasoning savage, vacillating between the dignity and intelligence derived from God and the degradations of brutal passions.

—Exchange.

## A Memorial Mantle to Mary J. Brady

THE BEAUTIFUL MANTLE pictured on the cover page of this issue was recently installed in the south upper room of the Missouri State Teachers Association Building at Columbia, as a memorial tribute to Mary J. Brady, one of Missouri's great teachers, who for fifty-one years worked in the schools of St. Louis.

The mantle is a tribute from a group of her friends and co-workers at home and throughout the nation who have chosen thus to honor the memory of a beloved, quiet, and helpful teacher and a significant national figure in the field of primary education.

Miss Brady died in November 1926, young in spirit but having reached the allotted span of three score and ten years. She was born in the year and the city which witnessed the organization of the Missouri State Teachers Association. A pupil of the public schools of Missouri's metropolis during the time of Wm. T. Harris's superintendency she became imbued with the dignity, devotion, and philosophy of this great moulder of educational ideals. When F. Louis Soldan was principal of Central High School and director of the Normal School, Miss Brady was his "model teacher," setting the standards for scores of students who were to become teachers in the St. Louis system. Later when Mr. Soldan became superintendent she was chosen by him as Supervisor of Primary Education to help develop that special field of instruction. She was the first to fill such a position in Missouri and one of the first three primary supervisors of the nation. For a third of a century there was never a movement toward the improvement of elementary education in St. Louis in which her advice was not sought and respected.

Many of the teachers now working in St. Louis were brought up under her tutelage and owe much of their professional devotion, enthusiasm and loyalty to the inspiration of Miss Brady's example.

This Memorial Mantle is an expression of their love to her and an earnest that her ideals will be kept alive through them. While it represents chiefly the expressions of the St. Louis teachers it also is a token of esteem from the National Council of Primary Education, which Miss Bardy helped to organize, and from the locals of that organization throughout the State which were permitted to contribute towards its installation.

## THE GOVERNOR'S SURVEY COMMISSION

HOLDING TENACIOUSLY to the plan suggested in his address before the State Teachers Convention at Kansas City last November and later announced in his inaugural address, Governor Caulfield succeeded in procuring legislative authority to appoint a commission to make a survey of the public schools, State institutions, and the financial resources of Missouri with the view of securing definite and trustworthy information upon which to build a progressive program to meet the educational and institutional needs of the State. He has appointed the committee which in its personnel is in thorough keeping with the high purposes for which it was created.

Mr. Theodore Gary, whom the Governor designated as chairman, has demonstrated his ability to handle and solve big problems not only in the success he has made in his own business affairs but in numerous services to the public, notable among which is his service as chairman of the State Highway Commission at a critical time in the history of road construction in Missouri. To his vision, integrity and ability more than to that any other one man does Missouri owe her present road system and her road program.

Hon. Claude B. Ricketts of St. Louis member of the House of Representatives is a big business man familiar by experience with the erection, maintenance and management of buildings and will fit well into the work assigned him as chairman of the division which will consider the needs of the State's eleemosynary institutions.

Senator Manvel Davis, of Kansas City, is a graduate of Yale, a lawyer of ability and a citizen interested in the fundamental problems of society and broad statecraft. It is assured that he will take

to his task as chairman of the division that will deal with teachers colleges and other state schools a sympathy and wisdom that will help greatly in the adjustment and further development of these institutions.

Honorable Langdon Jones of Dunklin county, member of the House of Representatives, comes from a county that has demonstrated the value of larger units of administration and support in matters of rural education. His background and his record are such as please every friend of rural education with the selection of him as chairman of the division that will deal with rural schools as its special problem. Perhaps no other division of work assigned to the Committee carries with it the opportunity for building for the future of the State that Mr. Jones's does. None is more difficult in its solution. Upon no other division of the committee's task does the success of the whole endeavor so largely depend as upon this one. Important as the University is, necessary as are the Teachers Colleges, critical as may be the condition of the various other institutions of the State, fundamental to and supporting all, is the fabric of the rural school.

Mr. Fred Naeter, editor of the Southeast Missourian of Cape Girardeau, will bring to the Commission a character of quality and a record of public spirit and progressiveness which adds to the confidence the public has in the ability of this group to do an outstanding piece of work. Mr. Naeter's chief work on the committee will be in connection with the problems of education as they relate to city schools, as is indicated by his appointment to the chairmanship of this division of the work.

Senator Wm. R. Painter of Carrollton, also an editor, knows the needs of Missouri and her resources from his long tenure as a public servant, having served many years in the Senate, one term as Lieutenant Governor and for several years as Chairman of the Prison Board. He is peculiarly qualified for the Chairmanship of the Penal Institutions Division of the Committee to which he has been assigned by Chairman Gary.

Mr. Allan H. McReynolds, an attorney of Carthage is enthusiastically spoken of by those who know him as ideally qualified for service on the Commission. He, we are informed, has served as a member of the Board of Curators of the University, is a graduate thereof and has been honored with the presidency of the alumni association. Naturally enough he has been assigned the chairmanship of that part of the work which will deal with the University.

#### The Governor and His Survey Commission.



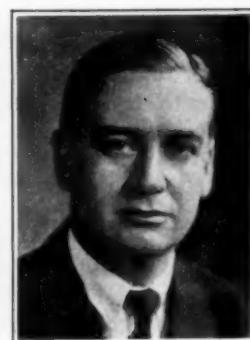
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The Commission held its preliminary meeting at Jefferson City on the twenty-first of May. At this time Mr. Ricketts was elected secretary and the general plan of procedure was discussed.

Governor Caulfield addressed the members and because his remarks cover so completely the purpose and function of the Commission they are published in full on the following pages.

## THE GOVERNOR'S ADDRESS TO HIS SURVEY COMMISSION

**T**HREE IS GENERALLY conceded to be an inequality of educational opportunities for the children of Missouri. In many districts the maximum tax for school purposes, together with such state aid as is given, does not permit of more than four or five months' schooling. The problem is not wholly financial. There are serious and widespread inequalities in school attendance and in teachers' efficiency. Eighty-five per cent of the rural schools have less attendance than is necessary to operate them efficiently.

The inability of the small community to provide modern education is comparable to the inability of these same communities to provide modern hard-surfaced roads. As our state-wide road system is based upon surveys by capable engineers and the facts complied by scientific procedure, so any larger state educational policy should be based upon facts carefully gathered and compiled by persons qualified to do that work.

The buildings provided for the state eleemosynary and penal institutions are in many cases inadequate, unsafe and unsanitary. The needs of these institutions cannot be determined hastily or casually, but should be ascertained by a complete survey, aided by building and institutional experts.

Therefore, in my inaugural address I suggested the need of a survey of the school situation in Missouri and recommended that the various state educational institutions such as the Missouri State University, the Rolla School of Mines, the various teachers colleges, the Lincoln University and the Missouri School for Deaf, should be included within the scope of such a survey. I also suggested that a survey should be made of the building needs of the State.

It being apparent that the demands of those in charge of our state schools, as well as of those formulating policies for the betterment of the public school system, and the building needs of the State, could not be met with the present state

revenue, I recommended that there should also be included a survey of the financial condition of the State and the needs, if any, for greater revenue.

I also voiced the sentiment that waste and inefficiency must be eliminated not only in the administration of our state government but also in the local administration of schools, and expressed the hope that we might find a means to help education in this state by fostering economics in other directions, as well as by improving educational methods.

In response to my message, as well as because of their own knowledge of existing conditions and their desire to remedy them, the General Assembly passed, and I have approved, House Bill No. 283, providing for the appointment by the Governor of a commission to make a survey and report of the financial and revenue resources and needs of the State and of the several departments of state government, and of the condition and needs of the state eleemosynary, penal and educational institutions, and of the public schools.

Pursuant to the provisions of this act, I have appointed this commission, composed of four members of the General Assembly and three unofficial but leading citizens of our state, and I have named the Honorable Theodore Gary of Kansas City as your Chairman. I refer you to the act for a full disclosure of your powers and duties. It is sufficient to say that you are required to make a full and complete examination and survey of the financial and revenue resources and needs of the state and of the several departments of state government and of the grounds, buildings, equipment, facilities, operations and needs of the state eleemosynary, penal and educational institutions, and of the public school system and of the facilities afforded to each child, of whatever race, to secure an education. And you are given power and authority to do all things necessary or incidental to the performance of such duties. You are required to make such partial or pre-

liminary reports to the Governor as he may require, and to complete your work by November 30, 1929, and make a full report to the Governor of your findings and recommendations with a detailed estimate of the cost of improvements recommended. You shall also include the amount of additional revenue, if any, that will be required and the methods recommended for providing such revenue.

It is contemplated that the General Assembly will appropriate \$50,000 for your needs, and you are empowered, with the approval of the Governor, to employ and fix the compensation of such expert advisors, assistants, investigators, clerks and stenographers as may be required in the performance of your duties. You are to name one of your own number as Secretary, and the attorney-general is to be your legal advisor on all matters.

While I have no desire to intrude my opinions as to your procedure, I venture to make these suggestions:

1. In your program of procedure, you should contemplate holding some open public meetings, to which should be invited those persons or groups who may desire to present suggestions touching various phases of your work. I call your attention particularly to the fact that much careful research work concerning the educational situation already has been done under the auspices of the legislative committee of the Missouri State Teachers Association, and I am quite sure that the results of this work will be available to you. It should be carefully checked and considered in arriving at conclusions, and further investigations made if and where necessary.

2. There are two phases of a school survey. One pertains to the business administration of the schools and the other pertains to the scholastic needs. Each of these phases requires a surveyor with a different training and viewpoint than the other. This same distinction might be made as to the sort of services needed in making the surveys of the other state institutions. May I in this connection suggest further that you will probably find it necessary to determine upon the extent to which we will extend higher educational facilities in this state. Shall we, for

instance, use the money of the taxpayers of the state to build new buildings, solely for the benefit of non-residents of Missouri, assuming that our present facilities are sufficient for resident students? Shall the state teachers colleges and the school of mines continue to develop along general educational lines, rather than along the lines originally contemplated, with a consequent duplication of expensive laboratory and other facilities furnished at the state university?

3. I suggest that you do not adopt inflexible rules of procedure, but should always have your proceedings informal and encourage free discussion.

4. It is not necessary that all of your work be done in formal assembly. The act under which you are proceeding expressly provides that the chairman and each member of the commission shall separately "have power and authority to inspect and examine all departments of the state government and to inspect and examine the grounds, buildings, equipment, books, records, and papers of any of the state eleemosynary, penal or educational institutions and of the public schools and to administer oaths and affirmations and to subpoena and examine witnesses and to compel such witnesses to attend and testify."

5. Your power to inquire into the needs of the various institutions and departments carries with it the power to ascertain whether and to what extent there is waste or extravagance. Waste and extravagance should be looked upon sourly, wherever found. They should be uncovered, if they exist, in all departments and institutions.

I welcome you to this beginning of your labors. No more important work has ever been undertaken by any commission in this state than that upon which you are about to embark. You have it within your power to bring about in Missouri a new and glorious era of education, social service, economy and efficiency. You are entirely capable of rendering this great service. The time allotted to you is short but sufficient. The whole state will watch your labors with anxious solicitude, and great hopes.

## GOOD BOOKS, INSIDE AND OUTSIDE

Ella Victoria Dobbs.

**W**HEN IS A BOOK expensive? Of course we all agree that cheapness is not a matter of dollars and cents. Things which fail to serve a good purpose are dear at any price.

Virginia Kirkus discussing new books in Harper's says—"Green vegetables are acknowledged necessities in children's diet. Do parents limit their purchase to the all-too-brief seasons when vegetables, figuratively, grow at the back door? And yet, assuredly, books are mental food and of equal importance for balanced rations, even though their vitamins are not measurable. Of books, the average parents limit their purchase to the holiday season, with perhaps a birthday thrown in. Do they apply the same rule to the purchase of books for themselves? Certainly not. Two dollars or two-fifty, or even an occasional five or ten for a much-discussed volume of non-fiction is expended with scarcely a thought. When the question of the purchase of a book for the small son or daughter arises the solution is only too often a search for an inexpensive edition, or for a substitute which is cheaper.

"How permanent a factor is the average adult book in the life of the reader? Forgotten before the month is out, in many instances. Discarded, loaned and not returned, sent to the club or the hospital or the mission field. But the child who is fond of reading, whose books are carefully selected with an eye to the beauty of form, at the quality of the text, the permanent library value—that child re-reads a favorite title many times, passes it around among other children, gives it a favored spot on the nursery shelf.

"Summer vacations are close at hand and there are reading lists, required and suggested, that should prove an opening wedge. Encourage a judicious use of public libraries, but supplement this with the purchase of good editions of the required classics, volumes to form a nucleus of a permanent library."

We would challenge only one statement in the above, i. e., "the child who is fond of reading and whose books are carefully selected." Probably the statement that books which appear are read and reread by owner and friends is quite as true of the child whose books are not carefully selected as of his more fortunate neighbor. If he is fond of reading he will satisfy his hunger with whatever comes to hand. All the more reason then that well selected books shall be not only conveniently placed but shall be externally attractive.

Have you seen some of the new books? Have you compared these with the books some of us read and studied in our childhood?

Not long since we watched a group of children in a St. Louis class room reading and discussing some really fine books which were loaned to them for a brief time. It was evident that they appreciated and enjoyed the beautiful illustrations, the fine paper and the general make-up of the books quite as much as the contents. First impressions of books as well as people depend much upon external appearances. "Costly thy raiment as thy purse can buy . . . for the habit oft proclaims the man."

The other day we were browsing among the newer books at the State Teachers' Association Headquarters and found delightful examples of books which are good inside and outside, good in make up as well as content.

Have you seen the **Social Science Readers** which tell little folks about boats, airplanes, engines and farm life? Their charming illustrations are so simply drawn and are printed in such restful colors that they seem certain to stimulate the children to make other illustrations themselves and they give them excellent suggestions for improving their attempts at picture making.

The Twins and Tabitha, a thrilling tale of a black cat and her family of kittens,

is illustrated with most clever sketches which bring out all the fine points of a jolly little story in a delightful way.

**The Poetry Books** in gay covers invite one to look inside and the clear print encourages one to read. These are recent examples of the good bookmaking of the Rand McNally Company which has many others to its credit.

**A Little Book of Necessary Nonsense** has illustrations which set one laughing even before there is time to read the jolly jingles which are funny without being crude.

These fine examples of bookmaking remind us of a remark we once heard from a man who lived in a little western town still in its pioneer days. He was accustomed to go to church in a "meeting house" which was barren and crude in the extreme. Business took him to San Francisco over a week-end and he attended service in one of the city's fine churches. Describing his impressions on

returning home he said "As I looked about that church and compared it with our meeting house I said to myself—Every thing here says 'Be a gentleman' but everything in our meeting house says 'Be a rowdy.' "

One gets a similar impression in comparing these well written, well printed, well illustrated books for children, with the school books of a few years ago. The contrast is still greater when we compare them with the art, English and suggestions of some of the funny pages, which are the never-ending source of magnetic interest to big and little. The associations and the general impressions made by these are matters of concern, for they constantly contribute their part toward the formation of ideals. "Ideals," says Mrs. Winter, "are the moulds into which we shape our lives."

Shall we encourage thru books a shaping towards refinement or towards rowdiness?

## THE IMPROVEMENT OF INSTRUCTION

Herbert F. Clark  
Assistant Director, Vocational Education,  
Los Angeles, California

**P**ERHAPS THE GREATEST obstacle to effective teaching is the failure on the part of the teacher to have consciously in mind, an attempt to carry out some definite method of instruction for each recitation. Committees may work out courses of study in more or less detail, textbook makers may get together a body of excellent material, school boards may furnish buildings and rooms well equipped, but unless the individual teacher takes definite hold of these means and organizes them in some definite fashion for each recitation, other factors are of little avail.

The organization of a recitation isn't such a difficult task if a teacher will plan her work upon a few fundamental principles.

### Classroom atmosphere.

It is possible for a teacher to develop a classroom atmosphere which children intuitively feel when they enter a room.

A group of children may be disorderly and rude in their conduct in one classroom; at the close of the period go to another room where a wholesome constructive atmosphere has been developed; intuitively feel it, yield themselves to it, and become a fine group of well-behaved, attentive, and cooperative children. It is the influence of the teacher that brings this change of attitude.

A teacher can develop this atmosphere by adopting certain standards of conduct for herself, by decorating her room with suitable materials, and by conducting her recitations in such fashion as to command the respect and active cooperation of her pupils.

### Previous preparation of teacher.

It must be assumed that the teacher has gone through the material for the recitation and determined in her own mind the method of handling it with the children. A failure on the part of the teacher to do

this is simply fatal to a successful recitation. No matter how many years we teach nor how familiar the material, every group of children, every new day demands a new point of view, a modified method of presentation. Naturally, as experience increases in this matter of previous preparation, the task becomes easier and the time for doing so decreases; but for the new teacher, a careful preparation for each recitation is absolutely essential for conducting an effective recitation and for continued professional growth.

#### Attention.

One of the first steps toward developing this atmosphere is to get the attention of all of the pupils in the class before beginning any sort of work in the period. You can't have pupils talking to each other, passing about the room, reading books, or engaging in any other detractive activity, and begin a recitation in such fashion as to command the respect and active cooperation of all the pupils.

#### Preparing the children's minds for the new material.

It is refreshing to sit in the presence of a teacher and a group of children in a school room where a wholesome atmosphere has been developed; where the teacher secures the active attention of her whole group of children; where the teacher has made a previous determination of an amount of new material to be handled; and where she realizes the importance of first connecting the new material with that discussed yesterday, and ties it in with the life experiences of the children. Such a setting is conducive to real teaching. Some reference as to what they discussed yesterday refreshes the memory of the children and gets them into an attitude to receive new material. Some questions "tying in" the children's experiences with the material of the day makes them feel a personal interest in the work.

Charles A. and Frank M. McMurry, in "The Method of the Recitation," point out three great dangers in a teacher's neglecting this preparation of the children's minds to receive new material: (1) There is danger of no understanding of the new material to be presented. (2) There is the danger that even if children understand

the ideas presented, they may feel indifference toward them. (3) There is danger that the subject under consideration may be only partially understood, or even misunderstood.

The chief importance of this preliminary step lies in preparing the children's minds for some active work in a specific field. Out of this associative "tying in" process there should develop a statement of a definite task for the remainder of the period. Just what shall we attempt to learn today? Does the teacher see the task and have the children been made to feel the need for an extension of their information? This is a critical period in the recitation. If the teacher has prepared properly the minds of the children for a new task at this time, and has clearly stated the task or aim, as some call it, then the group is ready for further progress. This will consist in taking up some new material and an attempt to understand and assimilate it.

#### The content of the new material.

The content of the new material is usually the part of a larger whole. In United States history it may be "an attempt to understand and appreciate the difficulties the Colonies had in attempting to form a cooperative government." It should be a specific task for that particular recitation and should be so stated.

The information may be found in a textbook and may be sufficient to make the topic clear. If so, the task of the teacher should be to help the children know just what the text says and to understand it. If the text is not sufficient, the teacher needs to contribute to her own experience, refer to other writers on the subject, suggest that children make investigations and report later, or in various ways enrich the topic so that the children will come to some rather definite notion as to the task they set out to accomplish. This unit in the recitation should stand out in bold relief because for this particular thing this recitation has been conducted. The children have been prepared for, and have set out to accomplish a definite task and the completion of this task not only adds to their fund of constructive experiences, but they will experience the feeling of real

achievement which is one of life's highest satisfactions.

#### Comparison and generalization.

This part of the recitation is highly important in leading children to see the relation of the material considered today to other similar bodies of material. A few questions on the part of the teacher will bring out these points so that the teacher can close the recitation with some statement which will make the children feel that something worthwhile has been accomplished.

#### Assignment.

A careful, definite assignment of seat or home work has much to do with developing a studious atmosphere, with preparing children's minds for further pro-

gress in the work, and with making the presentation and assimilation of material effective. Ordinarily with junior high-school grades, it is better to have the seat work follow rather than precede the recitation, although some pupils may profit greatly by certain prior studies in order to make a contribution to some future recitation. Whatever policy the teacher adopts, perhaps a mixture of both, the assignment should be definite, within the ability and means of the children to do, and some definite recognition made of it in the following recitation. It is not enough that children be assigned work merely to "hand in." Their very natures crave recognition and an attempt to justify their labors is an important unit in their educational process.

## THOUGHT AND SPEECH

MARK MOODY.

*A radio address delivered by Mark Moody, debating coach at the Cleveland High School, St. Louis.*

*St. Louis teachers have assumed responsibility for regular radio talks on some topic of general interest, using station K W K. These talks are given on Friday evenings from 6 to 6:15 o'clock.*

*For the copy of this talk the School and Community is indebted to vice-Principal R. F. Holden of the Soldan High School.*

**T**O WHAT degree words are essential to thought may be a debatable scientific question, which comes first as in the ancient case of the hen and the egg, we may not be able at this moment to establish but we will doubtless admit that the generally accepted belief is that thoughts without words are apt to be lost in vagueness, and words without thoughts are utterly useless. In short, in order to gather a thought from some outside source, the medium of words is ordinarily essential; and in order to convey thought to another, the same medium is equally useful. Also, an increase in the complexity of the thought increases the importance of the word medium; and the amenities of civilized society demand a luxuriosness of vocabulary somewhat beyond the needs of prehistoric man.

And so, the High Schools of St. Louis,

as in many other cities, have been making a vigorous effort to revive interest in this seemingly rather lost art of thought expression and acquisition through the medium of the spoken word. Latterly, the official curriculum of the High Schools has included classes in formal public speaking, and less formal groups in what is termed public discussion.

In this latter informal group—the Public Discussion class—the immediate objective has been to acquaint as large a number as possible with the benefits and actual pleasure accruing from an orderly, though informal, exchange of ideas and opinions. The semblance of debate often appears in the sessions, and the simpler forms of parliamentary procedure are observed. Anything which interests the pupils is recognized as legitimate material for discussion. Many a piece of information is brought out, many a narrow prejudice exposed and perhaps removed, many a spirit is drilled in patience while awaiting recognition by the chairman, many a school grievance is caused to vanish through these discussions—and many a debator is discovered. The classes in Public Speaking in which regular assignments are made, and for which regular credit is given—need no explanatory remarks—but it is perhaps quite in order to state that through them there has been re-

developed an interest in oratorical excellence, and in the reading of fine emotional writings.

It is of the debating activity, however, that I wish to speak especially. This form of thought expression is developed somewhat—and in various degrees—within the regular curriculum of the St. Louis Public High Schools, but it does not seem possible to instil into the pupils in their regular classes in this section of their English work the enthusiasm and desire for perfection which is easily developed in the extra-curricular interscholastic debating teams.—There is nothing unique in this situation:—The same is true in the comparison between the regular class gymnasium work and that of interscholastic athletic teams. Or, in the comparison of the regular Public Speaking class work with the interscholastic oratorical contests.

And, while we are waiting for this defect in our educational system to be corrected,—or, possibly, because we think it can never be remedied,—we, in the St. Louis Public High Schools, have gone ahead in debating just as we have gone ahead in athletics.

Interscholastic Public High School debating, in the form of a regular interscholastic debating league, is about fourteen years old in this city. Two American colleges of revered tradition and great renown—Amherst, of Massachusetts, and Princeton, of New Jersey,—have, through their local alumni, successively presented three trophy cups as awards to the champion debaters. Two of these cups are in the permanent possession of our Cleveland High School. The third is still in competition.

We are told that the English schools contest for the joy of the contest only; and that we Americans contest for the joy of winning only;—that we feel,—and train our young contestants to feel, that life is hardly worth living—to the losers.

But it seems more probable that the truth lies between these extremes. Certainly, in debating a very sane attitude is bound to be inculcated. For debating is argument, yes—but it is also discussion and public speaking. It calls for fire and belief in one's cause; it calls for

calm acceptance of the possibility of opposing views and facts; it calls for the alertness to recognize a crucial detail; it calls for the realization that, not one's friends, but one's enemies must be convinced, and that facts and forcefulness, patience and perspicacity, wit and wisdom, opportunism and oratory—all must be exhibited by a winning team. From the verdict in debating no appeal is possible. The debator knowingly undertakes to convince a judge, or judges, or an audience,—that he is the more efficient in argument. But if the judges be not so convinced, there is no appeal. Debating compels one to acknowledge the existence of another viewpoint, intelligent opponents, and the simple fact that an unconvincing jury is a lost argument.

No debater can therefore expect anything but defeat if he carries to the contest less than a full, thorough knowledge of the question, less than a courteous control of his tongue, and less than a pleasing manner of presentation. Surely these are worthy attributes, in any walk of life;—Knowledge, courtesy, culture.

To help impress these ideas upon the minds of our debaters we have made it our unvarying practice to choose for our subjects of debate only matters of dignified importance and, in general, of immediate interest. As an illustration, our latest series of debates here in St. Louis—(which just closed with our Soldan nosing out our Cleveland High School by the narrowest of exciting margins)—were held on the question: "Resolved that the Federal government should adopt legislation embodying the principles of the McNary-Haugen Farm Relief Bill." (To be really frank with you, we feel that our teams could easily instruct the statesmen at Washington in this matter.)

I cannot speak with authority on the methods used at the other High schools in St. Louis, but at Cleveland High School several members of the Faculty are engaged actively in the work. We gather as many candidates as we can; we carry them as long as they will continue. We send them out to collect general information on the subject, and have them report on sources of further information. We introduce them to the pleasant mys-

teries of literary research through the library reference department; we train them to watch the current periodicals; we suggest tentative outlines; we assign informal, and gradually more formal, debates between the teams upholding the affirmative and the negative views.

Then—we criticise, censor, suggest, demand rebuttal, and practice;—criticise, censor, suggest, demand rebuttal, and practice—over and over again—to the end that our watchword shall be upheld: "Defeated, possibly—humiliated, never".

The beginnings of a debating forum, for the development of skill in general argument, have also been made at this school

for to "think on one's feet"—and not to stumble; to be extemporaneously polished and convincing is a matter of slow attainment. For hard work, give me a debate; for hard working students, give me the debating boys and girls; for future intelligent citizens, give me the youngsters who have already begun to acquire an acquaintance with the political science problems of the world, whose tolerance is being developed by these contests of wits and wisdom, whose good sportsmanship is tested to the limit, and who are in this practical way cultivating their God-granted gift of the power of speech.

## CAPE GIRARDEAU HONORS MISS MAY GREENE

**F**OR FIFTY CONSECUTIVE years Miss May Greene has been a teacher in the public schools of Cape Girardeau, Missouri, a successful, appreciated, honored teacher. During that long period thousands of boys and girls have known her as their teacher, friend, example. Now thousands of adults remember her as one of the most important influences in their lives. \*

May 7th was selected as the day upon which these pupils and former pupils would be given the pleasure of expressing to Miss Greene their good wishes. All during that day her office in the Washington school of which she is principal seemed to be the destiny of every messenger boy, mail carrier, and school child as they brought her telegrams from all parts of the world, letters from far away countries and flowers and other tokens of remembrance from near and far.

The Board of Education planned and carried out an evening program at the Field House of the Teachers College in her honor. The principal speaker on this occasion was Allen L. Oliver, a local attorney and a former pupil of Miss Greene. Mr. Oliver recounted his early experience of driving with his brother ten miles to attend the classes taught by Miss Greene. Paying a tribute to her teacher temperament he said, "Here is a teacher who for some 10,000 or 12,000 days has taught daily 'readin, ritin and

'rithmetic' without losing her temper, always the same, each day." Continuing he said, "She has been patient in her work, happy in her disposition, optimistic in her outlook, faithful in her duty and successful in her occupation. Happy is that person who can look back over fifty years of public service such as she is able to do this evening."

To toil for fifty years in one's chosen field, to arrive at that time with the health, vigor and enthusiasm to carry on, are rare accomplishments. To be remembered by thousands of friends and former pupils, to be the center of a city's interest, to be officially honored by your board of education and to be the focus of converging lines of love and esteem carried by cable, telegraphy, telephone, by letter, and in person and expressed in flowers, gifts, poetry, speech and song is an honor that come to only the truly great.

Miss May Greene furnishes the nation an example of the appreciation accorded by Missouri's citizenry to a great teacher. She furnishes to the teachers the encouragement that comes from knowing that the recompense of service is not all expressed by the figures on the monthly pay check, and to all she holds up the picture of a successful life made so by the selection of an occupation on the basis of service to humanity, by devotion to the ideals of that service and by the continuous cultivation of her abilities in the field she has chosen.

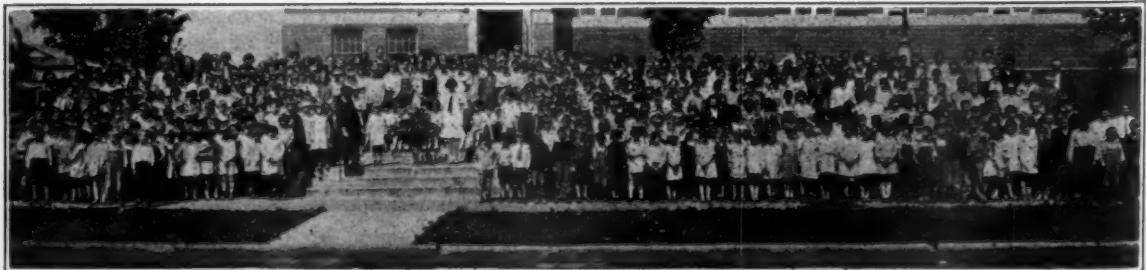
**MISS MAY GREENE.****Cape Girardeau, Mo.**

Teacher in Cape Girardeau for fifty years, Golden Jubilee celebrated May 7.

MISS  
MAY  
GREENE

and

A group of chil-  
dren who hon-  
ored her on  
May 7th.





## RURAL SCHOOL PROGRESS IN WARRENS-BURG DISTRICT

### CASS COUNTY

Miss May Bowlin, Superintendent

**T**HE FOUR BIG projects that we, in Cass County, stressed this year, were: Beautification of our playgrounds, Creating a greater interest in our P-T. A. work, Four-H Club work and Teaching of Music in the rural schools. There was and still is, much to be accomplished along all of these lines, but our good teachers and patrons have co-operated to the fullest extent and the results have been very gratifying. Many very helpful changes have been made in the districts throughout the county.

We expect to continue each of these projects next year. We plan to have a Hawthorn Tree planted on every school ground in the county by the closing of school next year. All of our grounds have been cleaned off, old rubbish piles have been removed, etc., and in many instances walks have been made, and shrubs, bulbs and flowers have been planted.

We are building two new buildings and I know of some five or six more that are re-modeling and changing the lighting, adding new coat rooms and library rooms. So you see we expect to have several First Class Schools added to our list next year. We now have 15 first class approved schools in the county.

From Report of Superintendent.

### HOW WE BEAUTIFIED OUR SCHOOL-GROUNDS.

**O**UR GROUNDS were void of shrubs or any form of improvement. There were a few honey-locust trees on the south, but their thorns spoiled our grounds for playing. We set out some sturdy elm trees on the south and west, near the fence. The school board has promised to remove the thorn trees during the summer vacation.

We built a walk of bricks filled with cinders from the front of the building to the gate. Bordering the walk we set rose bushes, and at the gate lilac bushes were placed on either side. We also arranged rose bushes across the front, and small evergreen trees at the side. Lilies and iris were planted along the front fence, and a honey-suckle vine was planted at the south end of the porch. Climbing roses were placed at the corners of the outhouses, to run up over the lattice work blinds. Lilac bushes were placed at the two front corners of the coal house. In a year's time with proper care we expect to have a very attractive school ground, and the children enjoyed helping with the work as much as with any project that we attempted during the year.

### HOW I USE THE VICTROLA IN MY SCHOOL

**I**N THIS MODERN day of radios, children must learn to become good listeners. This can quite effectively be accomplished by the use of the Victrola in appreciation lessons. I always try to have some story to accompany the first playing of a piece; after knowing the story the children are always eager to hear how it sounds on the Victrola. The story makes the selection more real and vital to the child, by appealing to him through his imagination.

An excellent example of this is "Narcissus" by Nevin. The story of this is a quite familiar legend of a lovely youth who fell in love with his own image, and stayed by a pool admiring himself until the gods took pity on him and changed him into a flower. The children can easily distinguish the different movements of this record and they imagine they just know when Narcissus is changed.

Another way of developing their powers of imagination, is by contests. After the children are familiar with the selections we have memory contests in which the selection is played and the children write the name of the selection and the composer. I find it is always profitable to refer to the composition with the name of the selection as "Mendelssohn's Spring Song." In this way the composer is associated with the name of the piece.

I got excellent results by using the health records put out by the Victrola people. These can be obtained in a set composed of three records in a leather folder. However, I have found that the first two, only, are practical for use in the usual school-room, as the third record contains exercises that are to be taken in a reclining position. These two records contain eight exercises which bring into action all the muscles of the body. Most children have a distaste for exercises, but with the Victrola they become a joy and a privilege, rather than a task. In warm weather we always take them in the open air, as our Victrola is a portable one and can easily be moved. In cold weather we open the windows and door when we take them.

I use the Victrola often for writing. When we have exercises in writing that

involve the counts, one—two—three—four—I put a good march on and let the children write, in rhythm to it.

The children love to participate in the actual music, so we often sing with the Victrola or play our "Little Symphony." We did not have funds to buy the regular instruments for our "Symphony" so we made them. Our drums were the cylindrical oatmeal boxes, our triangles were horse shoes beat upon with nails, cymbals were two small pot-lids and our jingle sticks and drum sticks were the long sticks from our old "Tinker-toy" sets.

There is nothing more excellent for teaching rhythm than a "little symphony." In march time we beat upon the first and third counts, in three-four time, only on the first. The children soon learn to keep perfect time with the music as it is played on the Victrola. I have found marches and waltzes with which it is very easy to keep time. I vary the selection by letting the jingle sticks play certain phrases alone, the triangles, others, and there are numbers of places where the drums can play alone.

A teacher by using a little ingenuity, can find numerous uses for the Victrola. In fact, a school, I think, is not complete that does not include a Victrola in its equipment.

By Fannie Settle, Union Hall School.

#### CAMDEN COUNTY

Camden County—W. B. Allison, County Superintendent.

#### The Camden County Paper

**I**N MAY, 1928, I began publishing a monthly bulletin, "Camden County School News," for the following purposes:

1. To secure better cooperation of County Superintendent, patrons, schoolboard members, and teachers.
2. To give me an opportunity to bring up vital school problems that confront us in our school work, and discuss them through the columns of the "News." This assists us in helping each other solve

our problems, and brings us in closer contact in our work.

3. To keep schoolboard members, and teachers posted in regard to the plans and methods of the State Department, as well as the plans of the County Superintendent.

The paper is now one year old and I am glad to report that I am more than pleased with the results. I can safely say that the paper has doubled my expectations for the first year.

My county is one of the poorer counties, therefore, I am somewhat handicapped for lack of means, and I am compelled to do my printing on the mimeograph, which is not the most satisfactory; yet it serves the purpose very well. I am planning to install, in the near future, a printing device that will give me a better chance to improve the appearance of the paper, save space and be better in many other ways; I can then get the paper on the record class postage list and save postage.

I have a question box in which I answer questions on school law, and many other problems that confront the County superintendent. This department seems very interesting from reports received.

One phase of the work I am just now beginning to get started i. e. the contributions from teachers. It seems they are a little reluctant to submit plans, and problems they are using in their school room. This, however, is just now fairly beginning.

#### MORGAN COUNTY

##### M. Wray Witten, Superintendent. A DIFFERENT SOLUTION OF THE HOT LUNCH PROBLEM

I HAVE BEEN puzzled for several years about the hot lunches in rural schools. I could easily see the need and value of them, but how to satisfy the varying tastes of a score or more of children and do it without loss of play time to the teacher or pupils, was an old and trying problem. After casting about in my mind for an improved method of conducting the hot lunches we decided to try the following method:

We had our local tinner make for us a heavy galvanized tin "cooker" 15"x18"x9" with lid and bail. This cost \$1.50. It has a flat bottom and just fit the top of a two burner oil stove. It could be used on a wood stove or be made to fit a one burner oil stove. When we are out of coal oil, we frequently use our "cooker" on the furnace by setting it on the water tank to heat.

A piece of tin was placed in the bottom of the "cooker" as is done when cold-packing foods. (This is to prevent breaking of jars). Then each child brought a pint jar containing his own material for hot lunch. This food he brought must be cooked before the bringing. These jars are placed in the "cooker" just as the children brought them to school. The lids are loosened and water put into the cooker (enough to come about halfway up on the jars).

Now that the jars and water are in the cooker and the lid is on, there is nothing left to be done until time to light the stove. This may be done at recess or any time after, until as late as eleven-thirty. All that is necessary is that the fire be started in time for the contents of the jars to get hot.

Some children bring dishes and leave them in the cupboard to save carrying them to and from school each day. Others bring dishes from home every time hot lunch is brought.

At noon, after hand-washing drill, each child gets his own jar of food and enjoys a hot lunch; he has just what he wanted, no one has been disturbed, no one has been rushed to prepare it and no one has lost any play time.

We arrange the managing of the lunch, by the teacher's appointing or the pupils' electing a committee of two who serve a week at a time. The duties of this committee are: (1) To fill the cooker with water, which is later used for hand washing (it is perfectly clean for it has had nothing but clean jars in it.) (2) To conduct hand washing drill, (3) To wash the few dishes used by the children in eating, (4) To empty the cooker.

We have actually timed this work and have found that it can be done for the

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TEACHERS TRAINING and SUMMER SCHOOL STUDENTS are eligible for this coverage by ruling of the Insurance Committee. This ruling was intended to help students protect their financial as well as moral obligations.

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**ANNOUNCEMENT**

The application blank to be used by all members making application in the future is reproduced on the opposite page. Blanks may be secured from E. M. Carter, Secy. M. S. T. A., or use the reproduction.

## USE THIS APPLICATION

*American National Insurance Company*

OF GALVESTON, TEXAS

## INDIVIDUAL APPLICATION FOR GROUP INSURANCE

I hereby make application to the American National Insurance Company for insurance upon my life in accordance with the plan adopted by THE MISSOURI STATE TEACHERS ASSOCIATION and do hereby declare myself to be in sound health and to the best of my knowledge am free of any disablement or ailment except as set forth herein. I agree that the above statement, and all statements made below, shall become a part of said contract.

## PLEASE USE INK

1. Name (Print) \_\_\_\_\_  
(Last) \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_
2. Address \_\_\_\_\_  
(Street) \_\_\_\_\_ (Town) \_\_\_\_\_ (State) \_\_\_\_\_
3. Race \_\_\_\_\_ Sex \_\_\_\_\_ Married \_\_\_\_\_
4. Occupation \_\_\_\_\_
5. Beneficiary (Print name) \_\_\_\_\_  
(Last) \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_
6. Address \_\_\_\_\_  
(Street) \_\_\_\_\_ (Town) \_\_\_\_\_ (State) \_\_\_\_\_
7. Relationship \_\_\_\_\_
8. Do you know of any impairments now existing in your health or physical condition? \_\_\_\_\_  
(a) If so, give particulars \_\_\_\_\_
9. Have you consulted a doctor within the last three years?  
(a) Give dates and particulars \_\_\_\_\_
10. What is the amount of insurance applied for? \_\_\_\_\_
11. Give your present height and weight----- feet----- inches----- lbs.-----
12. Have you ever applied for Insurance without a policy being issued? If so, explain-----

Please complete the following table:

## FAMILY HISTORY.

|          | AGE. | If Living, Condition<br>of Health. | If Dead,<br>Age at Death. | CAUSE. |
|----------|------|------------------------------------|---------------------------|--------|
| Father   |      |                                    |                           |        |
| Mother   |      |                                    |                           |        |
| Brothers |      |                                    |                           |        |
| Sisters  |      |                                    |                           |        |

Dated at ----- this ----- day of ----- 19-----

\$1,000.00 Policy costs \$ 7.00 annually.  
\$2,000.00 Policy costs \$13.00 annually.  
\$3,000.00 Policy costs \$19.00 annually.  
\$4,000.00 Policy costs \$25.00 annually.  
\$5,000.00 Policy costs \$31.00 annually.

Please fill out and mail with remittance to  
E. M. CARTER, Sec'y M. S. T. A.  
Columbia, Mo.

(SIGNATURE OF APPLICANT)

enrollment of twenty-seven, in ten minutes. This is really no loss of play time at all compared to the old method, for there is no kettle to wash, no jars to wash (they are taken home to be refilled for the following day), and a very few dishes to be washed.

Perhaps you wonder what the children bring in their jars. Most common of all was cocoa, and various kinds of soups. But they often bring any vegetables left from a previous meal. It was indeed a treat to see them enjoy the lunch when the contents of their jars were especially to their liking, as was often the case. I have seen children bring mashed potatoes, chicken, gravy, and noodles, all in the same jar. Another time I remember seeing meat, potatoes, gravy, corn and creamed peas all in one jar; the consumer in each case gave ample proof of its being good, too.

No doubt you think such a method would make the food taste "warmed over" but I answer you, "It doesn't" Things taste as fresh as though just cooked. And I know of patrons who now put any left over vegetables in a jar and heat them for the next meal by setting the jar in a pan of hot water to prevent their "left-overs," having that "warmed over" taste.

The mothers certainly approve of this plan too for it simplifies the lunch fixing and all mothers dislike the thoughts of their child eating cold lunch on a wintry day. Many mothers told me their children are better satisfied to come to school since they can have just what they wanted to have, for lunch, and have it hot.

In order to "sell" this plan readily to the children when we first began it, we included in our health contest "chores," the extra rule: "Each child must have hot lunch at school three times a week." This put it on the basis of a game, and at the end of a week they were "sold" to it. None of the children ever missed their three times a week, and many never missed even one day throughout the cold weather.

In my estimation the above plan has the following advantages over the old plan:

1. Each child can have just what he wants.
2. The child can have hot lunch as often as he wants it, or need not have it at all if he prefers to eat cold lunch.
3. It makes the preparation of the lunch easier for the busy mother.
4. It is easier on the teacher, and more satisfactory with the parents.
5. It takes less time to prepare such a lunch (at school) and less time to clean up after it.
6. It takes less equipment, therefore it is cheaper.

By Mrs. L. C. Jones, Providence School.

#### HOW A MORGAN COUNTY TEACHER EASILY INCREASES HER LIBRARY FACILITIES.

**T**HREE IS ONE thing that comes very nearly being "free for the asking," that is, the Rural School Traveling Library.

This library is a box of fifty books that is obtainable from the Missouri Library Commission, Jefferson City. One gets this loan by applying early and signing an agreement to return the books at the close of school. The freight must be paid by the users.

When the Course of Study was changed I found my school library was in need of many books. There were other places I wanted to spend that money instead of on books at that particular time. So when I applied for a library I sent a list of the books I would like, especially, to have. I was fortunate for I received all the supplementary reading books required for sixth and eighth grades. This was no small saving.

It cost our district the small sum of **fifty cents** to get the library shipped to us, and the same freight to send it back—a very small fee for such a valuable loan. There were books suited to all grades, applying to most of the different subjects.

For the school with a small library, this is an ideal way to increase your library facilities. For the school with a fairly good library it would be a fine way to introduce new books that will stimulate reading interests.

Last summer I ordered my library in May. I received it immediately and had the summer to read it. I have used it many times and find it a great help, with little cost (something unusual for the present times).

One year when I used it I found that I had several youngsters who were stronger than the average of their class-mates, therefore these strong ones had some leisure time. We started a reading contest, open to any one who felt he had time to enter. Each book read, must be reviewed orally before the reading club on the evening of our meeting. The child was graded on: (1) his report, and (2) the number of books read. The winner was to receive a prize of any article he desired, that didn't range in value over one dollar and fifty cents. The contest ran throughout the term; interest ran high, discipline was made easier and in general the results were very gratifying.

The teacher who doesn't take advantage of the use of this library is allowing a golden opportunity to slip by.

By Mrs. L. C. Jones, District 39.

### PETTIS COUNTY

C. F. Scotten, County Superintendent.

#### THE PETTIS COUNTY TEACHERS' COMMUNITY ASSOCIATION.

THE PETTIS COUNTY Teachers Community Association is composed of all Rural Teachers and the teachers of the four consolidated districts of Pettis County. Our purpose is to stimulate a "community pride" in the schools of Pettis County, and to try to raise them to a higher degree of efficiency. The officers are elected at the August plan meeting and consist of a President, Vice-president and Secretary.

It has been the custom to hold three meetings during the school term. Since using the new type examinations, our Superintendent, C. F. Scotten, has been typing all questions for each teacher, so we made our meeting dates the Saturday

preceding the close of the quarter. Each teacher is therefore given her questions at the meetings. These meetings are held at ten o'clock on Saturday morning in the assembly room of the Court House (Sedalia).

The program consists of three numbers, as follows: an explanation of any new work or plan that may have been developed by our superintendent; an educational talk by some local educator or visiting guest; and a demonstration lesson given by some expert, usually from Warrensburg. The noon hour is an hour of pleasure and profit spent together. A luncheon is served by some church; during this time an entertaining program is given, lasting about thirty minutes.

#### OUR MEETINGS THIS YEAR.

The first meeting was held in October; Dr. Ward Edwards and Miss Delta Neville of the Central Missouri State Teachers' College were the speakers and gave a very fine program. At the luncheon which followed, the county nurse, Miss Ivers of the State Health Department, also a representative of the Tuberculosis Association, and a representative from the Colgate Company were the speakers. Second meeting speakers were: Principal Paul Grigsby of the Smith-Cotton High School, Sedalia, Mo., and Miss Mary Sue Hopkins, our rural inspector, of Warrensburg. This was a very fine program too. The last program was given by Dr. Hendricks, President of the Teachers' College, of Warrensburg, and Superintendent Scotten of Sedalia. In keeping with the former meetings this was a splendid program.

Our plans for the next year vary somewhat from those of the past. A committee has been appointed to draw up some by-laws and perfect a constitution to be approved by the teachers at the August meeting. Other committees, such as luncheon committee, flower committee, etc., will be appointed at the same meeting. Our motive is, to have more teachers working in, and for, the Community Organization, for:

"It ain't the individual nor the army as a whole,  
It's the everlastin' team work of every bloomin soul."

And we, as teachers, in the rural schools of Pettis County are banded together to help make Pettis County an outstanding county of our great state, Missouri.

By Mrs. W. P. Tucker,  
Pres. of Pettis County Association  
Teacher of Bothwell School.

### JOHNSON COUNTY

Fred B. House, Superintendent.  
OUR JUVENILE ORCHESTRA

THE TEACHING of music in schools is now recognized as an important addition to the school curriculum. Many rural school teachers find it almost impossible to teach music because of the lack of equipment. The Union Prairie School has met the need very inexpensively through the Juvenile Orchestra.

The school possesses a portable Victrola. Last year the toy instruments were purchased. The instruments include, 5 jazz horns, 2 clappers, (1 wooden and 1 metal) 1 musical triangle, 1 tambourine, 1 drum, 3 bird whistles and rhythmic jingles. The instruments were comparatively inexpensive, the 15 being bought for \$5. Other instruments most practical for the purpose are, brass cymbals, tom-toms, castanets and sand-blocks. However, some of these are more expensive.

The Victrola is used with the orchestra. Its use is not compulsory, yet it is more successful to have something to carry the melody. A march is the best type of music to be used with the orchestra since it is very easy to keep time with the rhythm of the march selections. Some excellent marches are: "National Emblem March," "Repasz Band March," "General Pershing March," "Stars and Stripes Forever," "Semper Fidelis" and "La Marseillaise." There are many others equally as good.

Each child easily learned to play all the different instruments and within a surprisingly short time one of the children was leading the orchestra. All the pupils take much interest and are more enthusiastic about the orchestra than any of the other school activities.

It is remarkable how well and how quickly the child learns to respond to rhythmic expression. The rural school curriculum is not complete until it provides some means for the child's musical education.

By Mabel Baldwin, Union Prairie School.

### HOT LUNCHES IN OUR SCHOOL

ONE OF THE most interesting and successful projects we tried this year was serving hot lunches in our school. First the school district gave a play in order that we might finance the hot lunches. From part of the returns of this entertainment we equipped our school with a small three burner oil stove, two large stew kettles, a dishpan, spoons, etc. The cost of the equipment, including the kero-

sene, amounted to about twelve dollars. The patrons donated the tea-towels and pot-lifters and they take their turns in laundering them. The kerosene is supplied from time to time from the entertainment fund.

We have eight people to serve. Two bring the lunch each day. I, with the help of the larger children, prepare the food. At noon, after the hand-washing drill, the child whose turn it is that day, sets the plates at each individual's desk and I then serve each one. When the meal is over each child cleans his own desk and brings the dishes back where they are stacked ready for washing. The children also have turns in washing the dishes and putting the kitchen in order, two doing the work each day.

We began by serving cocoa or soup in the cold weather but now the patrons send regular meals consisting of two vegetables, meat or eggs, bread and fruit. The seasoning is supplied by the parents.

I find the patrons very willing and liberal in donating, and I attribute our success to their co-operation.

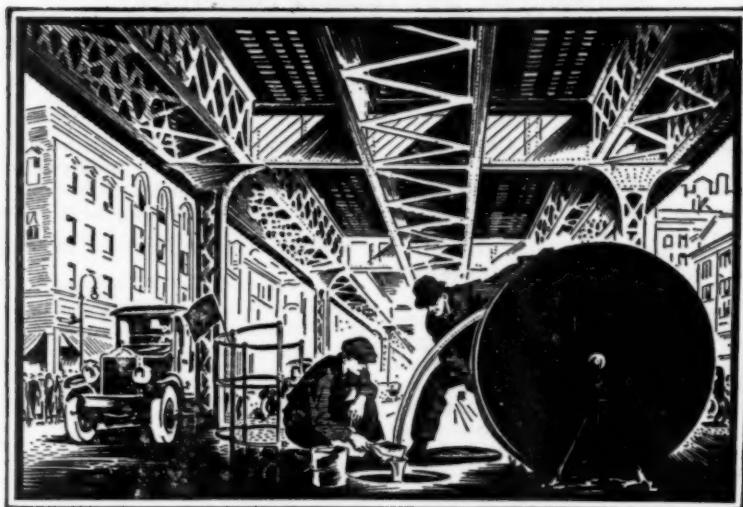
—By Lois Carr.

### OTHER COUNTIES

**I**N DISCUSSING a limited number of activities carried on in this section, numerous worthwhile things have been necessarily omitted. Some activities that have been interesting and instructive are: Varied methods of Health Inspection; observation of Achievement Day in the manner of Miss Elizabeth Nunn, Cotton Patch School, Cooper County (W. B. Downing, Superintendent); county-wide arithmetical (as well as spelling and athletic) contests, Jackson County, L. F. Blackburn, Superintendent; and a series of Rural School programs (held at the county seat, with numbers selected from several different schools to make each program, combining the interests and aiding co-operation of the schools of the county) as carried out by Supt. J. P. Kay of Moniteau County.

Some counties have taken one special minor issue, besides the main objective, for emphasis this year. Hickory County with Superintendent Elzie Miller, has 100% of the rural districts using free textbooks; Lafayette, under supervision of W. H. Guenther, has practically all schools with a good standard sized American flag; Pettis County, supervised by C. F. Scotten has every teacher with an eye-test chart in use. St. Clair with Supt. Ray T. Evans is putting on a program of remodeling and classification; Jackson and Pettis are working hard to complete classification of all schools as soon as possible. Every one is working, and interested, in the improvement of the rural school conditions—a most hopeful state of affairs.

Mary Sue Hopkins,  
Rural Supervisor Central Missouri District.



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## SCHOOLS OF NORTHEAST MISSOURI.

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Rural School Supervisor of Northeast Missouri District).

## An Educational Meet in Sullivan County.

A very commendable feature of the county educational program of Sullivan county is Rural Achievement Day which was presented by County Superintendent of Schools, Miss Hildred Spencer, and her rural schools on March 30.

The purpose of the Day was to "stimulate interest and efforts in school activities by giving ideals and setting up goals towards which to strive, and to provide each an opportunity for comparing themselves with those of like ambitions and similar goals. The consciousness that they are to measure their knowledge and skill in a certain activity, spurs the pupils on to put forth their best efforts and gives them a new interest in the subject and new confidence in their ability and capacity to work."

The contests were grouped into curricular Literary and Music divisions. The program encompassed several phases of school work. The curricular activities for the A class and B class were those in Handwriting, Arithmetic, English Exercises, Impromptu Themes, Impromptu Letter Writing and Reading—including rate and comprehension objectives. The lower grades had contests in Reading, Story-Telling and Dramatization.

Quite a variety of extra curricular activities were engaged in. The A Class, B Class, and the Lower Grades had divisional contests in Humorous Readings, in both prose and poetry. Serious Prose and Serious Poetry made another class of Readings. The Upper Grades and Lower Grades participated in contests in Musical Readings, Voice, Instrumental Selections, and Piano. Group Singing and Physical Education Demonstrations were also features of the contests.

Twenty-two schools took part in the program. The Oak Grove School taught by Miss Faith Payne scored the most points, thereby placing first. Miss Payne is teaching her first school, being graduated from the Milan High School last year as a teacher-training student. The Hawkeye School placed second and Pleasant Grove third. Miss Thelma Capps and Miss Albertine Clay are the respective teachers of these schools.

Sets of supplementary readers and outside reading books for the school libraries were the wisely chosen awards which Miss Spencer presented to the winning schools. A ribbon was given to the winners in each contest.

About three hundred pupils from rural schools attended the Achievement Day program. Numerous interested patrons were also in attendance throughout the day. The favor with which it was received forecasts another successful meet next year.

The Milan school system under the leadership of Mr. Appleby gave valuable assistance to the county superintendent in this outstanding Rural Achievement Day program.

## Rivalry Among Schools in Many Counties.

Several counties of Northeast Missouri have educational days of various types. Adair, Scottland, Boone, Clark, Lincoln and Montgomery each have contests or exhibits, or both. The latter county features the School Fairs which are held during October of each year. There are five sectional meetings held on successive days. The display of exhibits includes achievements in many phases of curricular activities and home garden and field products. The 4-H Club judging is always a feature of these fairs.

The Music Appreciation contest in Lincoln County on an evening during the educational meet was a novel feature this year.

## A Unique Model in Boone County Exhibit.

The following is copied from the Columbia Herald-Statesman:

"An energetic farmer boy and a sympathetic teacher combined to bring here for the Boone County Exhibit a model "long Tom" hay rake that took first place in a field of seventy-two entries. The model measures about ten by sixteen inches and stands about three inches high. The teeth and frame are of oak, sandpapered and varnished; the two wheels and the seat are of hand carved walnut."

"Judges of the model farm machinery claimed that it was the finest piece of work that they had seen. The farmers in particular were impressed with the nicety of detail and were heard to exclaim: 'That boy oughtn't to grow up to be a farmer.' This work was the product of Grant Davis of Via School, his teacher Miss Ruth Limerick."

## Agricultural Extension Service Sponsors Community Rally Day.

The New Hartford School in Pike County was the scene of a Community Day Rally on April 19. The event was in charge of Fred Boyd, representing the Extension Service of the University of Missouri. Mr. Boyd is a specialist in Rural sociology and is interested in extending leadership among boys, girls, and adults in rural communities. To help him were: Miss Annie Ingram, County Superintendent of Schools of Pike County, the New Hartford Community Association, L. E. Mize, Superintendent of New Hartford Schools and his teachers, S. E. Hargadine, County Agent, the Committees who had charge of all contests, and the twelve rural schools which participated in the rally.

The events covered forty-two different contests ranging from curricular, literary and mus-

ical activities to playground contests. There were contests for teachers and patrons as well as for the boys and girls. The final score for each participating school was reckoned from points won by all contestants of that district.

The New Hartford District was high point school, with Crow and Indian Creek districts second and third respectively.

The New Hartford Community exhibited a splendid and characteristic Pike County spirit in the hospitality extended the visitors in providing a bountiful basket dinner on the grounds and opening the homes for their convenience.

All who took part in the Rally were jubilant over the outcome of this new venture in community activities.

#### A Teachers Banquet

The Sullivan County teachers were so pleased with the Teachers Banquet which was tendered them by Miss Spencer, County Superintendent of Schools, in March, that it will probably become an annual affair.

Eighty teachers of the county attended the banquet which was held in the commodious High School Gymnasium. The place was elaborately and beautifully decorated with crepe paper streamers and spring flowers.

A lovely four-course dinner was served and between the courses a most enjoyable program of music, readings and speaking was featured.

This county has featured sectional organiza-

tion of teachers in which there are monthly meetings of the teachers in each division, the time being occupied with professional work. The banquet was the very pleasant feature that unified the group of county teachers again.

#### Extensive Help in Boone County's School Program.

Boone County is distinctive among Northeast Missouri counties in that it has a Visiting Teacher and Health Unit nurses who devote their time to work in the county schools.

The quarterly county meetings serve, among other things, to acquaint the teachers of the county with the work of these two units, and to secure the cooperation of the teachers of the county.

Speed the day when more counties in Missouri can have such extended help as Boone County has. This is pioneer work so far as our State is concerned and has proved its merit through the splendid work that has been done by the visiting teacher, Miss Allie Crews, and the county nurses, cooperating with the county superintendent of schools, Chas. E. Northcutt, and the teachers of the county.

#### An Attendance Device of Merit.

A. S. Hill, County Superintendent of Schools of Putnam County, encourages regular attendance this year in an interesting way. He inaugurated a contest among the schools in each township in his county. The report of

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KANSAS CITY, MISSOURI

the attendance of each school was sent to the office each month. The per cent of attendance was computed and the school in each township having the highest per cent of attendance in that area was given an award in the form of a picture, a masterpiece, framed and of the size approved by the State Department or larger. This picture was the possession of the school winning it until another school surpassed it in attendance. The school which kept the picture in its possession the greatest part of the school year was awarded it, permanently.

The effect of this contest was a decidedly noticeable improvement in the regular attendance in the county. Pupils had a desire to raise the standard of their school and each individual felt responsibility for the group. An appreciation for the masterpieces was an important result, also.

Mr. Hill also encouraged the work in Arithmetic in his schools during the year by sending out weekly informal tests based on the Course of Study in Arithmetic, which were given each Wednesday. Individual achievement was recorded on a chart or graph which was kept before the pupils.

#### 4-H Club Work.

The following represents the extent of the 4-H Club activities in Northeast Missouri in those counties in which the well known Club Director, R. H. Emberson of the Extension Department of the University of Missouri, assists with the club work.

Counties in Northeast Missouri which did 4-H Club work during the school year 1928-29, and the number of clubs and the numbers of members in each are as follows: Adair 16, 187; Audrain 50, 425; Knox 21, 99; Macon 45, 441; Montgomery 30, 253; Schuyler 24, 209; Scotland 29, 159; Sullivan 42, 440;

The number of Health clubs was 124, Stock Judging clubs 54, Garment Making clubs 69.

A County Achievement Day was held in each county except Knox which was postponed on account of rain and bad roads. Ninety-five clubs and 911 members attended the County Achievement Days, at which ninety-one exhibits of club work were made, sixty-one demonstrations were made of some phase of club work, and thirty-nine special programs were rendered.

The following list of schools by counties won first, second and third places in the County Achievement Days:

Adair County; McKim, first; Bryant, second; Kohlmyer, third.

Audrain; New Michigan first in Garment Making, second in Health; Naylor, third.

Macon; Brown, Love Valley, Gipson.

Montgomery; Danville, Wyatt, Liberty and Sunbeam tied for third.

Schuyler; Davis and Sloop tied for first, Tipp, Brown.

Scotland; Friendship, South Liberty, Oak Forest and Round Grove tied for third.

Sullivan; Frazier, Kiddville, Red School.

#### A RURAL HOME PROJECT IN RURAL SCHOOLS.

"A More Attractive Homes Contest" was a pleasing and profitable project sponsored by the Linn County Farm Bureau in cooperation with the Brookfield Chamber of Commerce.

The contest rules were sent to all the rural schools in Linn County, as this was a rural feature. Any pupil capable of doing required curricular work might enter the contest.

The aim of this contest was to make Linn County farms more beautiful.

The purpose of this children's contest was to interest the child in his home in a way that he would want to help improve his homestead and take pride in so doing. It is believed that if children are interested and happy at home they will not be so ready to leave.

The materials used were bulletins and charts sent out by the Missouri Agricultural college.

After receiving the materials the pupil was required to sketch a plan of his homestead as it was and a second one showing it improved with shrubs and flowers. A list of these shrubs and flowers was made and prices noted.

Nine days time was the time limit upon the project.

This contest proved to be a great success by creating and directing interests. All winners' plans were returned except the one winning first place, which drawing was kept for publicity purposes.

#### Short Course for Teachers in Northeast Missouri State Teachers College.

The Northeast Missouri State Teachers College at Kirksville is conducting the annual Short Course for Teachers this year by starting some new classes double-period in length. The course began this year April 22. Each registrant is permitted to take two courses, thus making five hours credit earned during the course.

The total number of registrations this year is 135. Most of the persons enrolled are teachers who have been actively engaged in teaching during the year.

#### Pair o'Feet a Paradox

Prof: "Can you give me an example of a paradox?"

Plebe: "A man walking a mile but only moving two feet."

—Annapolis Log.

Jiggs: "That must have been embarrassing."

Biggs: "Yes, but that's not the worst of it. Mabel called from up stairs and said, 'That isn't the one, mother.'"

—The Kablegram.

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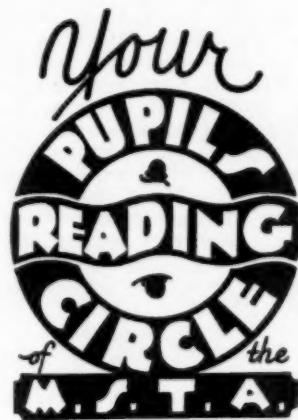
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|---|----------|
| Convention fare Kansas City to Atlanta and return .....   | \$ 48.86 |
| Summer Tourist fare ticket Kansas City to Asheville, North Carolina and return that can be routed by way of Atlanta permitting stop-overs, limited for return to reach Kansas City on or before October 31st ..                                   | \$ 46.50 |
| Kansas City to New York and return going by way of Atlanta, Norfolk and Washington (steamship Norfolk to Washington), with choice of several different return routes ....   | \$ 90.40 |
| Tickets sold at this rate permit of stop-overs at all intermediate points both on the going and return trip and are limited for return to reach Kansas City within sixty days from date of sale.  |          |
| Kansas City to New York and return going by way of Atlanta, Charleston, Savannah or Jacksonville, thence steamship with choice of several different return routes .....   | \$ 97.98 |
| Tickets sold at this rate permit of stop-overs at all intermediate points both on the going and return trip and are limited for return to reach Kansas City within sixty days from date of sale.  |          |
| Kansas City to Boston and return by way of Atlanta, Norfolk, Washington and New York (steamship Norfolk to Washington or Washington may be eliminated and use steamship Norfolk to New York), with choice of several different return routes .... | \$104.81 |
| Tickets sold at this rate permit of stop-overs at all intermediate points both on the going and return trip and are limited for return to reach Kansas City within sixty days from date of sale.  |          |
| Pullman fares Kansas City to Atlanta are:<br>Lower \$9.00; upper \$7.20; Drawing-room<br>\$31.50.   |          |

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—The Kablegram.

### **RAILROAD AND PULLMAN FARES.**

#### **From St. Louis.**

|  |          |
|--|----------|
| Convention fare St. Louis to Atlanta and return .....  | \$ 33.80 |
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| Tickets sold at this rate permit of stop-overs at all intermediate points both on the going and return trip and are limited for return to reach St. Louis within sixty days from date of sale. |          |

#### **St. Louis to Boston and Return.**

|   |          |
|---|----------|
| Going by way of Atlanta, Jacksonville, Savannah or Charleston, steamer to New York, rail to Boston, returning via one of several routes including Montreal .....                              | \$ 94.31 |
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| Going via Atlanta to Jacksonville thence steamer direct to Boston returning via one of several routes .....   | \$ 94.31 |
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—S. Cal. Wampus.

#### **Their Respective Wants**

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Collegian: "No. Do you want a sock in the eye?"

—Green Goat.

## ITEMS OF INTEREST

### A. C. MORELAND ELECTED TO TEACHERS COLLEGE FACULTY

At a recent meeting of the Board of Regents of the Central Missouri Teachers College, A. C. Moreland was elected to the position of professor of elementary education.



Mr. Moreland is a graduate of the Warrensburg College in which he is now an elected faculty member. For the past six years he has been assistant State Superintendent of Schools, coming into that position from the county superintendency of Bates county.

He holds a master's degree from the University of Missouri. His training, his experience and his native qualities and ability fit him admirably for the new position which, it is understood, he will assume with the beginning of the fall term next September.

**R. R. Rowley, Superintendent at Louisiana, Resigns.**

One of Missouri's oldest superintendents in point of service, R. R. Rowley, resigned the superintendency at Louisiana, Missouri after having been recently reelected to that position. Mr. Rowley has served the schools of Louisi-



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ana for thirty-four years as principal and superintendent. Coming to the school in 1895 he served for seventeen years as principal of the high school. Since that time he has been continuously in service as superintendent. After his resignation from the superintendency, he was elected "Professor of Science and Advisor in Educational Work" at the same salary as he has been receiving as superintendent. Prof. Rowley has a nation wide reputation as a scientist. It is commonly said that he was the scientific critic for the popular series of nature study novels of Gene Stratton Porter. In appreciation of Professor Rowley's long term of service the board unanimously adopted the following resolution:

"This Board and the citizens of Louisiana wish to express our strongest appreciation of Prof. Rowley's long years of faithful service in the upbuilding of our educational system.

"We are fully aware that the nation-wide and even world-wide recognition of Prof. Rowley as a scientist has brought great honor to Louisiana.

"Prof. Rowley's present students as well as the large number of former students who have had the good fortune to study with Prof. Rowley, owe him a debt of gratitude for the valuable training and invaluable inspiration which has come to them from association with this great and widely known citizen of Louisiana.

"The Board of Education has finally agreed to accept Prof. Rowley's resignation as superintendent but at the same time has requested him to continue to act as advisor of the Board of Education and the faculty.

"The Board furthermore strongly feels that the schools of Louisiana would lose an immeasurable asset if Prof. Rowley should discontinue his teaching of science and therefore it has elected him to the chair of professor of science at the same salary that he has had during the past year.

"The Board realizes that words can only express a small part of the feeling of gratitude of this community, yet they desire to express to Prof. Rowley the great admiration and respect that they feel for him as a great teacher, a perfect gentleman and a true friend."

Unanimously adopted,

Board of Education of Louisiana, Mo.

At a later meeting of the board of education Tom M. Conrad was elected superintendent to succeed Mr. Rowley. Mr. Conrad has been high school principal at Louisiana for the past year.

#### Dr. John Pickard Retires from Missouri University.

The oldest faculty member in point of service, Dr. John Pickard, recently announced that with this year he would retire from active duties in the University. Dr. Pickard has been a member of the faculty of the University of Missouri for the past thirty-seven years coming to it in 1892 after receiving his Ph. D. degree at the University of Munich, Germany in

Classical Archaeology, Classical Philology and the History of Art. He received his A. B. and A. M. degrees from Dartmouth. He came to the University as assistant professor of Greek and was soon after made chairman of the newly created Department of Classical Archaeology. In Dr. Pickard's work at the University he has established and equipped museums of Classical Archaeology and History of Art, has served as chairman of the University Club Building Association, as chairman of the committee which built the Y. M. C. A. building and has been largely responsible for the building of the Acacia fraternity house. Among his later work stands conspicuously the decoration of the Missouri State Capitol, he having served as chairman of the Capitol Decoration Committee. Upon his retirement Dr. Pickard is named Professor Emeritus of Classical Archaeology and the History of Art.

#### Former University President Thinks Freshmen and Sophomores are Neglected in College and University Classes.

Dr. Clarence C. Little, who recently resigned the presidency of the University of Michigan, speaking before a group of schoolmasters recently, said that of 150 college faculty men who answered questions as to their professional desires, only five or six stated that they would like to devote the major part of their time to the teaching of freshmen and sophomores. Dr. Little wonders how much and what kind of attention these classes comprising more than half of college and university enrollment will get at the hands of such men. This situation against the freshmen and sophomores is due, in Dr. Little's opinion, to the excessive values placed by colleges and universities upon a professor's ability in research, and the number of publications that he can acquire to his credit, while no returns in the way of promotion or appreciation are given to the professor who is merely an excellent teacher and who shows that teaching and the welfare of his students constitutes his larger interests.

Dr. Little charges that the so-called schools of liberal arts are in reality far more professional minded than the medical and law schools. He says "Each department has located itself upon one foundation block, then proceeds to build forty-seven stories straight into the air instead of trying to construct a broad unit which would encompass all. It is just like so many needles pointing straight up into the air—and just about as comfortable for an administrator to sit upon."

Dr. Little also paid his respects to college entrance requirements and the methods followed in establishing them. He suggested that universities ought to be good enough sports to play with the preparatory school officials in an effort to improve requirement conditions and expressed the opinion that if a university would accept a limited group of boys each year whose entrance requirements show some credit in accounting, or stenography or agriculture or some other such vocational subjects, the revelations would tend to break

down the present custom of refusing entrance to those who lack a credit in plane geometry or some other classical subject. "Let me add right here," continued Dr. Little, "that if fifty such students were admitted, you would have to keep their records confidential, for there are faculty men on all corners who would stick a knife straight up between their ribs at every opportunity if they knew the truth of the students' records."

#### **Cooperation in Barry County.**

A school organization in Barry county has for its aim the development of a well balanced schedule of helpful intercollegiate activities during the school year keeping in mind the uniform development of the boys and girls. The program has included athletic features consisting of a junior high school tournament, a Job high school tournament, an invitation tournament and a Barry county tournament.

Literature and music activities have been carried out on a similar plan as well as contests in debate and oratory. Developing with this idea community spirit has grown in Barry county until at the present time seven schools have their community centers with their own community building. The county superintendent J. T. Hodge has been the leading spirit in this development calling to his assistance Mr. Everett Deardorff formerly high school inspector of that district and enjoying the full cooperation and assistance of the school people

of the county. The officers for the past year have been J. W. Oliver of Seligman, President; R. A. Gorg of Cassville, Vice-president and Mrs. Thos. Murphy of Washburn, Secretary-Treasurer.

#### **Garden City Emphasizes Music.**

The schools of Garden City in Cass County, Missouri, have been emphasizing music in the past as evidenced by the fact that Garden City high school won the Class B championship in the district contest comprising twenty-one counties in the Warrensburg Teachers College district. For next year this school will give a course in harmony and theory offered by Mrs. Alma Andrews who will also conduct glee club work. The orchestra will be under the management of Supt. R. H. Divine and Mr. George R. Bennett, a Cass County musician of extraordinary ability and an unusual background of successful experience.

#### **Desloge to Operate Summer School**

The Desloge board of education according to the Lead Belt News has decided to operate a summer school of nine weeks beginning May 27th for the benefit of all children from the first to the eighth grade inclusive who care to take advantage of it. Two teachers will be employed to give instruction. The board also decided to inaugurate supervised play ground work for children between the ages of five and twelve and will employ a play ground director.

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The Savannah Reporter of Savannah, Missouri is running a series of school histories for the various districts of the county, publishing in addition to the history of the building and the school a picture of the present building and teacher. The Reporter of May 10th contained a description and picture of the Eminence school and a picture of Miss Goldia Strong the present teacher.

Miss May L. Picken a veteran teacher of Kansas City died at her home at the Broadlands Hotel on Monday, May 3rd. She was buried in the Woodlawn cemetery, Kansas City, Kansas.

Miss Ellen Elizabeth Fox, eighty years old, one of Kansas City's early day public school teachers died April 29th in Kansas City. Miss Fox had been retired for the past five years. During her forty years of service in the Kansas City schools she held positions in the Northeast High School, the Central High School and the Franklin School.

#### ELECTIONS AND RE-ELECTIONS

**Paul M. Marshall to Springfield.**

Paul M. Marshall for the past five years superintendent of the schools at Eldon, Missouri has accepted the principalship of the Jar-

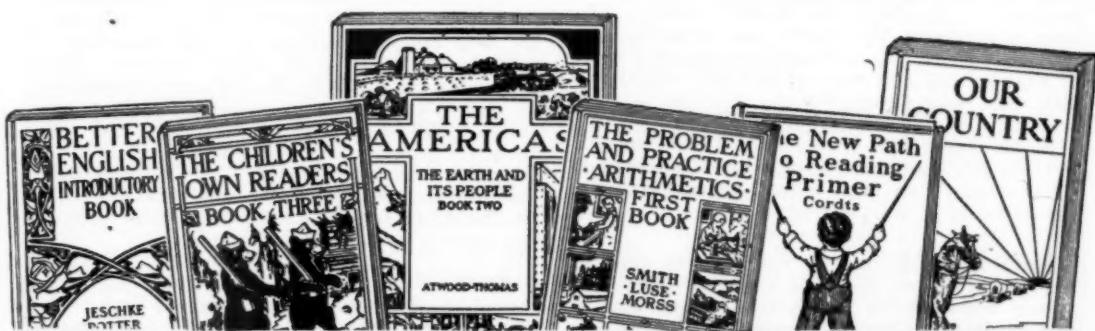
rett Junior High School at Springfield, Missouri. Mr. Marshall received his Master's degree from Columbia University last spring. He succeeds in his position at Springfield Principal G. G. Ely who recently resigned.

C. H. Lindenmeyer has been reelected for his fourth consecutive term as principal of the high school at Huntsville. The school board at Huntsville has delayed electing teachers until they know more definitely about the action of the state legislature in providing money. Huntsville is another one of the many schools that may have to reduce its educational program on account of a shortage of state school funds.

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S. L. Harrell has accepted the superintendency at Liberal, Missouri, for another year at an increase in salary and Miss Callie Burkett will remain as principal also at a substantial salary increase.

D. M. Craig who has served as superintendent of schools at Lamar for the past four years has been reelected to that position. B. L. Roberts who has served as principal and director of physical education will devote his entire time to the later work. Harold Chancellor has accepted the work of the principal.

Frank Popplewell is to be the new superintendent at Bronnagh in Barton county next year. Mr. Popplewell comes from a nearby school in Kansas.

B. M. Miner at present principal of the high school at Ellington has been elected superintendent of that school for the coming year.

A. L. Gurley is to remain at Sarcoxie as superintendent of schools with practically the same faculty. Phillip McCrae of Fayetteville, Arkansas will supplant George Schonk as principal and Miss Minnie Siferman of Billings will do the work in home economics formerly done by Miss Mable Follis.

Roy Taylor is to be the new superintendent at Annapolis in Iron county taking the place of R. O. Hawkins who has been in this position for the past four years.

L. A. Zeliff has been reemployed as superintendent of Stanberry in Gentry county. The term for which Mr. Zeliff was recently employed will be his eleventh consecutive term in that school and the entire high school faculty was reemployed.

E. G. Guese has been employed as superintendent of schools at Perryville to succeed C. C. Conrad. The high school faculty remains the same as it was last year.

York M. Jackson will continue as superintendent at Crane in Stone County. Mr. Jackson is finishing his fourth consecutive term in this position. Crane is beginning the erection of a new school building.

Frank J. Webb of Warrensburg has been elected to the principalship of the high school at Windsor. This work has been in charge of Mr. A. B. Cott for the past year.

M. A. Holman has been reelected to the superintendence at Browning. Mr. Hollis Duckworth who has served as principal at Browning for the past year has accepted the superintendence at Humphreys.

The Arcola school, a consolidated district in Dade county, employing three high school teachers plans to discontine the school and transport the pupils to Greenfield according to

an item in the Journal of Stockton, Missouri. Arcola is a first class high school and had fourteen graduates this year.

Stanley Hayden will continue as superintendent of the schools at Kahoka and Mrs. Edna L. Seyb will remain as principal. Mr. Hayden has been in the service of the Kahoka schools for the past six years and Mrs. Seyb will begin her twelfth year at the Kahoka schools next September.

Ralph McPherson is to be the new superintendent at Forsyth in Taney county next year coming to that place from Braddleyville.

Dewey C. Hickman of Warrensburg has been elected to the superintendence of the Drexel schools in Cass county.

C. M. Bell will move from the principalship of the Eminence high school where he has served for the past six years to the superintendence of schools at Birch Tree in Shannon county.

Theodore C. Search who for the past two years has served as principal in the Hopkins school in Nodaway county has accepted the position of assistant coach in the Nagoles schools of Arizona.

Victor Sears will remain as superintendent of the Williamsville schools where he has served for the past seven or eight years.

Charles Scott will next September enter upon his fifth consecutive year as superintendent of schools at Chaffee in Scott county. Four changes were made in the high school faculty.

R. V. Ellise will enter upon his ninth consecutive year as superintendent of schools at Sikeston next September. C. F. Whitmer who for the past year has been one of the teachers in the high school at Sikeston has accepted the superintendence at Elkland.

F. W. Smithpeter is to continue as superintendent of schools at Hale and his high school faculty has been reelected. On account of shortage of funds the Hale school will discontinue one grade teacher according to the Hale Missouri Leader.

C. A. Poindexter is to remain at Pineville as superintendent.

W. R. Henry of Milan, Missouri has accepted the superintendence at Linneus succeeding L. D. Leeper who has been in that position for three years. Mr. Leeper has accepted a position with a textbook company according to the Linneus Bulletin.

B. P. Lewis will remain as superintendent at Rolla. Practically his entire faculty has been reelected.

R. C. Edwards was recently reelected superintendent of the schools at Osceola. Among the high school teachers reelected were Holt S. Church, principal; D. W. Denney and Blanche Hemphill.

Miss Nota McBee for several years teacher of the primary grades at Anderson, Missouri has been employed by the school board of Kansas City for the ensuing term.

John J. Andrews, a student in Westminster College at Fulton, Missouri has been elected coach and teacher of athletics in the high school at Doniphan.

Miss Mildred Elner, director of music in the Flat River junior college and senior high school has resigned this position. Miss Elner has had charge of the music at Flat River for the past three years.

F. Olin Capps and William M. Tallent will continue in their respective positions as superintendent and principal of the Butler schools. Mr. Capps has been in his position for six years and Mr. Tallent for four years. The entire high school faculty was reelected.

Jack Hilterbrand for four years athletic director at Lockwood high school has accepted the position of coach in the Aurora high school. An article in the Lockwood Luminary praises

Mr. Hilterbrand's achievements at considerable length. Among these are mentioned the winning of many championships in various forms of athletic contests.

H. A. Moore for the past six years superintendent at Jasper, Missouri has resigned that position to accept the superintendency of the schools at La Feria, Texas. Gus P. Campbell, principal of the Jasper high school, has been elected to the superintendency.

Paul J. Keith, superintendent, and each member of his faculty have been reelected to their positions at Craig, Missouri.

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D. E. Bellairs, who was a few months ago elected superintendent of the Chilhowee consolidated school to take the place of R. E. Marshall who resigned to accept a commercial position, has been reelected. The entire high school faculty composed of Miss Eula Anderson, Miss Lorene Dryden and Mrs. F. B. Crumbaugh is retained.

Byron Westfall a graduate of the University of Missouri has been elected instructor and athletic coach in the Paris high school.

E. F. Allison and Mrs. Jennie C. Langford have been reelected superintendent and principal respectively of the Plattsburg high school. Mrs. Langford has served in this capacity for the past thirteen years.

Floyd Ancell, instructor in the negro school at Kirksville for the past ten years has been elected to teach in the colored school at Marshall, Missouri. The Kirksville Express states that Mr. Ancell has been one of the most popular negro teachers ever employed at Kirksville.

M. H. Lewis has been reemployed as superintendent of schools at Sumner, Missouri.

Miss Wilma Smith of Pineville has accepted the principalship of the Southwest City schools for the coming year.

A. T. Powell who for the past three years has been superintendent of the schools at Laddonia, Missouri tendered his resignation to the board of education recently.

G. C. Smith was recently reelected superintendent of schools at Leadwood which position he has held for the past two years. S. N. Norris was elected to his fourth term as principal of the senior high school. Practically the entire high school faculty was retained in their present positions.

Chas. H. Cole has been reelected at Union, Missouri. Mr. Cole has to his credit one of the longest terms of service in a given community of any one in the state. This will be Mr. Cole's thirty-first year at Union. F. H. Finch was reelected principal for his third year. Miss Nannie C. Johnson was retained as teacher of commercial subjects. Miss Meta Vossbrink will continue as teacher of the social sciences and Mrs. Steinbeck will continue as English instructor.

W. R. Henry of Boynton will be superintendent of schools at Linneus for the ensuing year succeeding Mr. L. D. Leeper who has been in that position for the past three years.

C. E. Chrane will serve his seventeenth consecutive year as superintendent at Boonville and Mrs. Leota Hoberecht will continue as principal of the high school which position she has held for the past ten years.

J. W. Oliver for the past three years superintendent of Seligman and who recently refused election to his fourth term has reconsidered and will again have charge of the schools at Seligman next year.

C. F. Johns is to remain at Higginsville as superintendent and Maurice Moulder as principal of the high school.

Sidney M. Bliss will be the superintendent of schools at Bosworth, Missouri next year. Mr. Bliss comes from the superintendency at Camden where he has served for the past two years.

James Lovejoy of Pattonsburg has been elected superintendent of schools at Livonia.

D. W. Branam has accepted the superintendency of the Princeton schools. Mr. Branam has served for the past three years as head of the schools at Marceline. He succeeds Chas. H. Shaffner at Princeton.

Miss Zelma Gum who for the past four years has been teacher of Latin and the social studies at Sarcoxie has accepted the principalship of the high school at Jasper.

T. C. Wright will continue as superintendent and director of vocational agriculture in the Tuscumia school.

Daniel Bailey for the past year instructor in mathematics and physics in the Jefferson City high school has accepted appointment as professor of physics in LeHigh University, Bethlehem, Pennsylvania.

Miss Nelle Thompson who for several years has been principal of the junior high school at Windor, Missouri has accepted a position in the Kansas City schools. Miss Thompson has been prominent in State Teachers Association work.

Mr. S. Mabry is to remain as superintendent of schools at Lewistown and Mrs. Margaret Todd will continue as principal of the high school. Both of these people have been in their present positions for the past three years.

H. L. Crookshank has been reelected superintendent of schools at Albany and J. H. Puckett is to be principal of the high school.

Alfred H. Schroeder will move from the superintendency of the schools at Stoutsville to the superintendency of the Philadelphia consolidated district in Marion county.

O. L. Loomis who for the past two or three years has been superintendent of schools at Mineral Point and who for some twenty years was head of the school at Potosi has accepted the superintendency of the Salem school. He succeeds J. W. Hunt in this position.

J. N. Snyder has accepted the superintendency of the schools at Laddonia, Missouri.

Harry C. Thomas has accepted the superintendency at Maysville for another term. The high school faculty will remain practically as it has been during the past year.

C. H. Crenshaw after three years of service as superintendent of schools at Senath, Missouri and Mrs. Crenshaw after a similar term as principal of this school have accepted the superintendency and principalship respectively of the high school at Cabool for the next term.

G. E. Collins has accepted the superintendency of the schools at Portageville, Missouri succeeding in that position Mr. F. Stearns. Mr. Collins was for two years superintendent at Desloge and for the past year has been doing graduate work in the School of Education at the University of Missouri.

George D. Dieterich who for forty years has

been connected with the schools at Carrollton, Missouri has been reelected superintendent. For many years Mr. Dieterich has served the schools of Carrollton in this capacity.

O. S. Cokerham will move from the superintendency at Davis, Schuyler county to the superintendency of Knox City. Arthur Gibbs of Kirksville has been appointed to fill the vacancy at Davis.

Chas. A. McMillan will remain as superintendent at Lebanon with Henry E. Detherage continuing as principal of the high school. The high school faculty will have very few if any changes made in it.

J. R. Martin head of the schools at West Plains for the past seven years will continue in that position. Miss Lucille Wickersham who has been teacher of English in the West Plains school for the past three years has resigned that position to finish her work for the A. M. degree in Wisconsin University.

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E. T. Foard of Doniphan has been elected to serve his thirteenth year as superintendent of schools in that place. There will be very few changes in the faculty of the schools at Doniphan.

Alfred Walton and Basil Frazier will remain as superintendent and principal respectively of the schools at Sheridan, Missouri in which position they have served for the past two or three years.

All of the teachers of the Stanberry schools must attend summer school once in three years according to a recent ruling of the board of education. The order applies to all grades in the school.

Patterson in Wayne county defeated the tax levy at the regular election. A recent election for the reconsideration of the question carried the levy and the Patterson school will be continued as a result.

George W. Farrar for the past two years principal of the high school at Jackson has resigned that position to accept the principalship of the high school at Caruthersville.

Mr. T. H. Cushman who has been grade school principal at Middletown has accepted the superintendency of the Rockhill consolidated school in St. Louis County.

Fred McKinley who for the past three years has had charge of the schools at Nixa, Missouri has accepted the superintendency of the Norwood consolidated school for the coming year.

Robert E. Ricketts director of physical education and assistant principal of the junior high school has been promoted to the principalsip of that school in Jefferson City, Missouri. Mr. Ricketts will spend the summer in the University of Chicago.

W. P. Shofstall has been reelected superintendent of schools at Memphis and W. T. Ware has been chosen principal of the high school. Among the high school teachers reelected are Wm. Mudd, I. M. Horn, Mrs. Helen Davis, Margaret McComb and Chelsea Brown. Memphis will add manual training to the curriculum next year and Harry Strupp of Kirksville has been elected to have charge of this department.

J. H. O'Connor will remain in charge of the schools at Oran and Cletis B. Bidewell will continue as principal.

A. D. Simpson and J. H. Marshall have been retained in their respective positions as superintendent and principal at Charleston, Missouri. The board of education has been compelled to reduce the faculty in the Charleston schools by four teachers, two in the high school

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and two in the grades. They have discontinued the music supervisor.

B. F. Laws has accepted the superintendency of the Bertrand schools for next year which will make the third year for Mr. Laws at this place.

Arthur L. Houser has been selected by the school board at Southwest City as superintendent of that school for the coming year.

W. C. Butler is to remain in charge of the schools at East Prairie and George Gerdeman will continue as principal.

J. W. Hunt for the past three years superintendent of Salem has accepted the superintendency of the Esther schools. Mr. Hunt was for seven years superintendent of schools at Elvins which is adjacent to the Esther district.

Harry C. Thomas will continue in charge of the school at Maysville.

Miss Etta Trusty who has been teaching English and music at Corning, Missouri has accepted a position in Northboro, Iowa next year at an increase in salary over what she has been receiving. Miss Trusty was honored by election to positions in three different schools.

W. C. Grimes has accepted election to a ninth term at Willow Springs, Mo.

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[S. & C.]

H. H. Bybee will continue as superintendent of the schools at Hermitage in Hickory county and Merton Wheeler of Weaubleau has accepted the principalship of the school.

Robert S. Shannon will succeed C. L. Hudson as superintendent of schools at Weston. Mr. Hudson has had charge of this school for the past four years. The new superintendent will receive his Master's degree from the University of Kansas in June.

Independence is to have an addition built to their high school which will cost \$150,000. Hal E. Wheelock a local architect has been employed to have charge of the building.

Claude Cropper for the past two years at Gainesville in Ozark County has accepted the superintendency of the schools at Branson.

Miss Jennie Brace has resigned her position as high school teacher in Huntsville to attend school in Washington, D. C., next year. Miss Brace is preparing for secretarial duties.

Mr. and Mrs. Homer Brent have been retained as superintendent and teacher respectively in the Creighton high school. The board of education at Creighton has adopted a plan by which they will offer sixteen units of high school work next year employing one teacher to divide her time between high school and elementary school work.

Neville Hartman has resigned as principal of the high school at DeWitt, Missouri to accept a position nearer home.

Major Wayne Ragland who is finishing his course at Kirksville has accepted the superintendency of the schools at Lucerne for next year.

Glen Berry who was superintendent of schools at Washburn during the term of '27-'28 has been employed as principal of the high school at Pineville.

Virgil B. Hooe has accepted the superintendency of the schools at Pesotum, Illinois.

F. B. Reese has declined to accept reelection as the principal of the Annapolis school accepting a position at Mineral Point according to the Annapolis Record. Des Arc and Annapolis school boards have employed a truant officer cooperatively. This officer will serve the two districts and the plans are for vigorous enforcement of the compulsory attendance law.

T. W. Hurt is to be superintendent of the Renick consolidated school district for the ensuing year.

Fred McKinley will move after three years of service at Nixa to the superintendency of the schools at Norwood.

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